

# Federal Correctional Complex Butner, North Carolina



## Doctoral Psychology Internship 2001/2002

July 1, 2000

**Psychology Services  
FCC-Butner, North Carolina  
Bureau of Prisons  
United States Department of Justice**

***Policy on Affirmative Action***

The training program described in this brochure subscribes to the policies of the Federal Bureau of Prisons and United States Department of Justice regarding equal employment opportunities in the recruitment, hiring, and promotion of employees. It is the policy of the Bureau of Prisons to prohibit discrimination in employment because of race, color, religion, national origin, sex, age, physical or mental handicap, and to provide equal employment opportunity in each facility and organization within the Federal Prison System, consistent with the provisions of the Equal Employment Opportunity Act of 1972 and the Civil Service Reform Act of 1978. Any complaints alleging failure of this institution to comply with these policies should be brought to the attention of the EEO counselor appointed for this facility.

The Bureau of Prisons values work force diversity and subscribes to a policy of affirmative action to enhance this diversity. The following principles of affirmative action have been identified:

All employees are of the right race, sex, age, ethnic origin, and religious affiliation.

Diversity strengthens our organization by bringing together people with different life experiences and cultural perspectives.

All employees are to be treated fairly, equitably and with care and consideration. Opportunities for training, career development and advancement are to be equally available to everyone.

Each of us must pursue our own development and determine the course of our career.

We all have a duty to assist our fellow workers in realizing their fullest potential.

The Bureau of Prisons is a committed equal opportunity employer.

## ***Psychology Internship***

This document describes the Internship in clinical psychology offered by the Federal Correctional Complex (FCC) in Butner, North Carolina for the 2001/2002 training year. The FCC-Butner internship is a full-time, one year program. Applications are accepted from students in clinical and counseling psychology who have completed all course work and required practica for a doctoral degree in psychology. There are seven positions available for 2001/2002. This program is accredited by the American Psychological Association and maintains membership in the Association of Psychology Postdoctoral and Internship Centers (APPIC). As will be discussed below, for a number of years Psychology Services has also been part of a shared internship program with the University of North Carolina, which also holds APA accreditation ; with this option, trainees spend equal time at each site. Application procedures for each option will be addressed in detail below.

### ***Program Objectives and Philosophy***

The internship component of the Psychology Service strives to meet the training needs of doctoral candidates in clinical and counseling psychology through supervised experience, didactic programs, experiential training, and coordinated outplacements. Our goal is to offer a training experience that helps doctoral candidates make the transition from student to practitioner; becoming well-rounded generalists in the clinical applications of psychology using experiences with correctional and forensic populations to facilitate this process.

The mission of the Federal Bureau of Prisons is "to protect society by confining offenders in the controlled environments of prison and community-based facilities that are safe, humane, and appropriately secure, and that provide work and other self-improvement opportunities to assist offenders in becoming law-abiding citizens." Psychology programs, particularly at the Butner facilities, are among the most important of the self-improvement opportunities available to inmates. The Bureau, like any other organization, has a culture - a set of core values and shared attitudes that guide staff actions. These core values are reflected in the implementation of our programs, including the internship.

Recognizing the inherent dignity of all human beings and their potential for change, the Bureau treats inmates fairly, is responsive to their needs, and affords them opportunities for self-improvement to facilitate successful re-entry into the community. Psychology programs are an integral part of the agency's mission to assist offenders in participating productively in the broader social context, which in turn benefits society as a whole.

The Bureau promotes honesty, integrity, and professionalism in order to ensure public confidence in its programs and the agency's prudent use of its allocated resources. While inmates are the most evident clients for psychology programs, there are numerous other constituencies, including agency administrators, judges and attorneys, the Congress, inmates' families, and citizens generally. Responding professionally to the valid but sometimes competing interests of these groups is crucial to the effective delivery of service. As psychologists, these responses are guided by a foundation of

professional and scientific knowledge.

The Bureau requires high standards of safety, security, and management, which promote a physically and emotionally sound environment for both staff and inmates. Despite public and professional prejudices to the contrary, practitioners in correctional and forensic settings can and should aspire to high levels of professional knowledge, skills, and abilities, and maintain attitudes consistent with high quality service to clients. The Bureau fosters the development of innovative programs to meet the varied demands of this setting.

Staff are the most valuable resource in accomplishing the Bureau's mission, and the agency is committed to the personal welfare and professional development of each employee. All employees share a mutual responsibility for maintaining safe and secure institutions and for modeling society's mainstream values and norms to inmates. A concept of family is encouraged through healthy, supportive relationships among staff and organizational responsiveness to employee needs. The Bureau is a career service that has benefitted from a consistent management philosophy and a continuity of leadership that has enabled it to evolve as a stable, professional leader in the field of corrections.

The Bureau recognizes and facilitates the integral role of the community in accomplishing its mission, and works cooperatively with the courts, law enforcement agencies, and other components of government, as well as the public at large. The internship program actively seeks community involvement through many avenues, including utilization of training opportunities at local institutions, membership of the faculty in local and national professional organizations, and outreach programs to offer specialized training to other professionals and trainees.

### ***Internship Goals and Philosophy***

*Generalist Training* - The goals of the internship program derive simultaneously from the mission of the agency and from generally accepted values of the professional psychological community. Both the training program and the service as a whole are guided by the philosophy that clinical practice within a correctional setting requires the same core clinical skills and knowledge base as professional practice generally, but takes place within a complex legal, political, and social context. At the most fundamental level the main goal of any internship is to provide broad and general preparation for entry level into the professional practice of psychology. The internship experience is intended to be the capstone to a foundation of knowledge, skills, and attitudes acquired through graduate training. Interns are selected based on appropriate preparation for more intensive, primarily applied work in the core areas of assessment, intervention, consultation, and scholarship. The program emphasizes the applicability of training to a wide variety of settings and client populations.

Four subsidiary goals can be identified:

*Development of Professional Autonomy* - Consistent with the role of internship as a transition from

student to practitioner, the program emphasizes development of attitudes and values consistent with entry into the profession. Interns are offered and should accept a significant degree of autonomy. Trainees are also recognized as full participants in the business of the department, such that they receive experience that will prepare them to lead other professionals at the appropriate time in their own careers. Supervisory staff recognize that Interns are "colleagues in training," a reality borne out by the presence of many supervisors who formerly trained at this or another Bureau facility. Ethical reasoning is inherently complex in the provision of service to inmates in correctional settings, and the internship strives to develop a systematic understanding of fundamental professional concerns such as client rights to treatment, to refuse treatment, to privacy and confidentiality, and the ways these issues are impacted by social and political forces.

*Integration of Science and Practice* - Interns have received extensive training in the empirical and theoretical bases of applied psychological methods. In this setting, psychologists are often called to account for the methods and procedures they employ. The internship strives to reinforce for trainees the dynamic interchange between practice and scholarship, with sound practice based upon well-researched concepts, while clinical phenomena and dilemmas inform the development of new research. Staff model the value of remaining current in empirical, theoretical, and scientific knowledge relevant to this setting. In the provision of information and training to varied groups such as other Bureau of Prisons officials, probation officials, attorneys, judges, and in courtroom testimony, staff, including Interns, are called upon to represent accurately the current knowledge and methods of psychology.

*Specialized Knowledge of Correctional and Forensic Issues* - Realistically, most Interns accept a position with a setting that matches some important interest in addition to providing good general training. This internship strives to impart a core knowledge base regarding the law, public policy, and social factors as they relate to the practice of psychology, particularly in a correctional environment. Though development of specific expertise as a correctional or forensic psychologist requires additional training and experience after the internship year, the program serves as a foundation for such specialization.

*Service to Diverse and Underserved Clients* - While many trainees may later choose to practice in non-correctional settings, the internship program strives to develop an appreciation for the provision of service to mixed client populations that exhibit diversity in presenting complaints, age, ethnicity, linguistic preference, socioeconomic background, and education, to name a few areas of variability. As our clients come from all over the United States and the territories, and from all walks of life but are brought together in this institution, staff of necessity confront an extraordinary range of client circumstances. In addition, psychologists in this setting provide services to groups that are traditionally underserved, such as individuals from financially impoverished rural backgrounds and urban areas. Though segments of the public and professional communities shun work with offenders, it is imperative for psychologists to address systemic countertransferential issues that can impede efforts to advance the welfare of clients.

Though it may seem tautological, the first priority of the training program is training. While our

institutions derive clear benefits from the work of interns, training activities are chosen for their value as experiences for learning rather than material benefit to the agency. Interns are not expected to perform tasks that are not regular duties of the permanent staff, and in fact interns are treated very much as full members of the department. Trainees are respected for their competence and training, and are accorded appropriate consideration in planning a program for the internship year.

Implementation of the training program emphasizes attention to the individual needs and preferences of trainees, and there is no attempt to shape all interns into a single mold. Each intern is assisted in identifying interests, strengths, and less developed competencies. As will be discussed below, a program of clinical experiences, chosen from the various options at our facilities, is planned for each trainee, with this pattern of interests and needs in mind. Though there are stated performance objectives for all interns, these are formulated in such a way as to allow satisfaction through a wide variety of clinical activities. This approach assures that each trainee has the opportunity to tailor an internship experience which will be of maximum benefit in their progress toward autonomous practice.

### ***The Institutional Setting***

Despite, or perhaps because of, movie and television depictions, members of society have little accurate information about life as a resident or employee of a modern prison. It is not surprising then, that many students may have unstated questions about what it is like to work in a prison environment. Beyond these basic concerns, these facilities are clearly different from most other correctional settings. To fully appreciate the Butner milieu, a visit to the Complex is required. However, a brief overview of the history of the Butner complex may shed some light on the quality of this experience.

The Butner site was originally slated to house a single facility with a unique design concept and mission that would distinguish it from other correctional and forensic centers. Conceived in the late 1950's as a model prison psychiatric facility, the formal proposal for the "Eastern Psychiatric Institute for Federal Prisoners" was approved in 1961 and land at the current site was acquired. The proposal envisioned programming influenced by the work of attorney Norval Morris, currently *Professor Emeritus* at the University of Chicago School of Law, and emphasized holding residents responsible for making constructive changes through voluntary program participation, minimizing tensions between staff and inmates, and flexible decision-making to include resident input. The physical plant design followed both the developing "functional units" model of correctional custody and the concepts of a therapeutic community. Over one-million (1960's) dollars were spent in the planning phase alone, and budgetary constraints delayed construction for over a decade. Implementation was also delayed by the political turbulence of the sixties, which led many members of the media, Congress, and the general public to question the purpose of innovative programs in prisons. While the rhetoric sounds absurd in retrospect, the *zeitgeist* fostered predictions that inmate patients would be the subjects of drug experimentation, "A Clockwork Orange"- style brainwashing, and even psychosurgery and vivisection. Before it was ever constructed, "the Butner Plan" became a lightning rod for controversy.

Despite these obstacles and iterative changes in mission and programming, the institution now called FCI Butner was dedicated May 13, 1976, and was immediately dubbed (perhaps with slight exaggeration) "the most advanced prison facility on earth." Since that time, the institution has been at the forefront of innovative mental health and correctional programs. With a diverse mission, FCI Butner provides a wide range of psychological and rehabilitative services to a varied population including numerous special needs offenders, and facilitates the training and development of specialized staff for the Bureau of Prisons. The FCI remains a flagship facility, and is frequently chosen to pilot new programs such as the Sex Offender, Drug Abuse, and Habilitation projects described below. The FCI also serves a general population of inmates that includes a range of clinical problems from adjustment disorders to severe mental illness.

Due to the tremendous resources in this area and the Butner site's history of excellence, the Bureau of Prisons targeted the location for development of one of the first Federal Correctional Complexes. In addition to FCI, the 700 acre reservation now includes a 1300 bed Low Security Correctional Institution (LSCI), a 300 bed minimum security Federal Prison Camp (FPC), and the most recent addition, a 550 bed Federal Medical Center (FMC) for federal detainees, which includes a 300 bed work cadre. The Low Security and Camp facilities serve general offender populations with appropriate security needs. The Federal Medical Center serves the needs of both voluntary and committed mentally disordered offenders, assists the federal court system by providing forensic evaluation services for pretrial and presentencing detainees, and delivers a full range of inpatient medical care specializing in surgery, oncology, and organ transplantation services. Combined, these facilities offer an extraordinary range of applied activities for internship training.

Given the variety of program areas at the Butner complex, to be discussed below, and the diverse backgrounds of the various client populations, staff encounter a wide range of cultures and presenting complaints. Consistent with research in this area, a large proportion of general correctional inmates present with significant character disorder, while others do not manifest any clear psychopathology and a significant number exhibit the full range of Axis I pathology, particularly psychotic spectrum, affective, and anxiety disorders. There is a high base rate for both degenerative and chemically induced neurologic disorders and open and closed head injury, as well. Included among the client populations are extreme forms of psychopathology rarely seen in any other setting.

The client populations are also demographically and culturally diverse. The average inmate age is about 38, but ranges from 18 to late 70's. Approximately 48 percent of the total population is White, 48 percent Black, and the remainder Native American or Asian. A significant number are Hispanic. About one-fourth of inmates are non-U.S. citizens and at least 30 nationalities are represented at any one time. Federal inmates are extremely heterogeneous, ranging from sophisticated white collar criminals from upper class backgrounds to a small proportion (about 5%) who have committed violent offenses in territorial jurisdictions of the United States. A significant minority of inmates are politicians, lawyers, physicians, and computer programmers, while others are poorly educated and unskilled. Typical offenses include drug or alcohol violations, Bank Robbery, Fraud, and Threats to Public Officials.

The Butner complex can be thought of as a group of self-contained communities, and the role of Psychology Services can be profitably understood in terms of community psychology. There are numerous clients and constituencies for psychological services, including individual inmates, their collaterals, institution and agency administration, the courts, Congress, and a wide variety of sanctioning agencies. Understanding the interactions of these groups and the social, political, and legal processes that modulate them, is often crucial to the effective delivery of psychological services. Many aspects of our services emphasize the identification of at risk groups, primary prevention, effective crisis intervention, supportive and educational programs, and system-oriented consultation. Outpatient and residential treatment are provided on a voluntary basis to inmates at the FCI, while acute inpatient treatment may be given on a voluntary or involuntary basis at the FMC. In addition, some clients are referred to either the FCI or FMC for inpatient assessment or treatment under the auspices of the federal courts or following the federal equivalent of civil commitment. All programs endeavor to maintain inmates in the least restrictive environment appropriate to their needs.

Visitors generally remark on the openness of the facilities and the relaxed atmosphere evident from staff and inmate behavior, as both contrast sharply with their expectations. The architecture is modern (some would say futuristic) and the facilities are meticulously clean and well-maintained. Despite inevitable pressures to house large inmate populations, both the interior compounds and the housing units provide ample public space and remain free of a sense of crowding. Each facility is designed to ensure sufficient security for assigned inmates, up to and including those needing the highest degree of supervision. While security is rigorously maintained, there are few overt earmarks of prison structure. Most observers liken the overall impression to that of a community college campus or a community hospital. While most correctional facilities resist outside scrutiny of their operations, our facilities welcome visitors of varied types, including members of Congress, local high school students, and defense attorneys. Visitors in recent years have included delegations from the former Soviet Union, China, Britain, Brazil, Canada, and Mozambique, to name a few.

### ***Program Areas***

The developing Complex provides a broad spectrum of services to over 3200 adult inmates, including the FMC with 300 medical and 200 inpatient psychiatric beds; a general correctional population of approximately 550 inmates at the FCI including a 140 bed Residential Drug Abuse Treatment Program, a 64 bed Sex Offender Treatment Program, a 20 bed Habilitation Program, and a 100 bed Transitional/Chronic Care unit; 300 individuals in the adjoining minimum security camp 300 as part of the FMC Work Cadre, and another 1300 at the LSCI. Psychology Services is crucial to operations in all of these areas, and Interns participate on a rotating basis, but may concentrate in an area of special interest. Supervisory staff will help plan a program that meets individual training needs.

The General Population ( General Practice ) areas, including the FCI General Population, LSCI, Camp, and FMC Work Cadre, are served in several ways, as defined by the agency's Psychology Services Program Statement. All admissions to the institutions participate in an Admission and



Orientation program for Psychology Services, which includes individual interview, standardized testing, an orientation to available services, and basic drug abuse education. Diagnostic services include clinical evaluation of highly varied mental disorders including the full range of Axis I and II conditions, and risk assessments for suicide and dangerousness and treatment program suitability. Treatment services include crisis intervention, brief and long-term individual therapy, group psychotherapy, psychoeducational groups, and counseling regarding adjustment and family issues. Goals are agreed upon by therapist and client, and may be brief or long-term. Psychologists also serve as members of interdisciplinary unit teams and assist in planning programs and reviewing progress of inmates. Special areas for intervention include HIV counseling, suicide prevention, confrontation avoidance and special focus groups.

The Residential Drug Abuse Program was one of three pilot programs instituted as part of the Bureau of Prisons' effort to evaluate diverse treatment orientations in an era of rising prison populations associated with drug use. Located at the FCI and under the direction of a psychologist, this residential program involves comprehensive treatment of the convicted offender using an Integrative model that includes strong Cognitive - Behavioral and Relapse Prevention components. Participants from throughout the Mid-Atlantic Region are referred and proceed through a state of the art, planned treatment program. The program is implemented as a therapeutic community and emphasizes personal accountability and decision-making, as well as the connection of substance abuse to faulty/criminal patterns of thought and action that affect other areas of the participants' lives. Confrontation plays a primary role during the initial orientation phase of treatment; this is followed by a second phase focusing on treatment and change and includes a wide range of treatment interventions; the last phase of the program is called transitional care, and emphasizes adjusting to being drug free. Those completing the program have required post-release supervision, and aftercare is planned by program staff. The National Institute for Drug Abuse maintains an ongoing research program to evaluate the program's efficacy. Given the very high base rate for substance abuse in any population, this is a valuable training opportunity.

The Sex Offender Treatment Program (SOTP), at the FCI, is currently the only one of its kind in the Bureau of Prisons. Established to provide comprehensive treatment for this challenging population, this program is also administered by a psychologist. The SOTP is an intensive, residential therapeutic program for male sexual offenders in the Bureau of Prisons. This voluntary program employs a wide range of cognitive-behavioral and relapse prevention techniques to treat and manage sexual offenders. The primary goal of the SOTP is to help sexual offenders manage their sexual deviance in order to reduce sexual recidivism. The program adheres to the notion that, while there is probably no permanent cure for paraphilic disorders, criminal sexual behavior can be effectively managed in most cases through competent treatment and intensive supervision. The treatment program provides the intern with a unique training opportunity to develop specialized diagnostic, assessment, treatment, and consultative skills with a diverse population of sex offenders.

The Habilitation Program at the FCI serves High security level, low functioning inmates who cannot adapt to a United States Penitentiary environment but who may have the ability to function at Medium security level institutions. This program emphasizes development and enhancement of

inmates' daily living skills and compliance with treatment to minimize acute psychopathology. Many participants initially struggle to adjust and present with a diversity of treatment needs. Mandated psychotherapy groups address anger management, stress management, communication, social skills and criminal lifestyle issues. Issues addressed in individual therapy typically include depression, suicidal ideation, psychosis, post traumatic stress disorder, generalized anxiety, cognitive deficits, and HIV counseling. Over half of the participants are considered mentally ill, and collaboration with psychiatry services is an integral part of the program. Habilitation Program graduates are transferred to other Medium Security Level institutions within the Mid-Atlantic Region where the risk of predation remains relatively low.

The Mental Health unit at the FMC accepts inmates either at the discretion of the federal courts for various pre- and post-trial forensic evaluations, for voluntary hospitalization for mental health treatment, or subject to federal quasi-criminal commitment. Given the highly charged legal atmosphere surrounding forensic evaluations, these involve intensive psychological evaluation, understanding of legal standards and procedures, and highly refined report-writing. Staff, including interns (with supervision), provide expert testimony in federal courts throughout the United States when called upon to do so. The inpatient service involves the same skills as in community psychiatric hospitals, including clinical interviewing, treatment planning, group therapy and education, and supportive, behavioral and insight-oriented individual psychotherapies. Both types of work entail extensive collaboration with psychiatry, medicine, and allied health professionals.

Planning for the activation of the medical units of the FMC in early 2001 includes opportunities for a variety of Behavioral Medicine activities. These include traditional consultation/liaison activities, treatment compliance consultations, organ transplant evaluations as part of a multidisciplinary team, hospice care for terminally ill patients, pain management, and stress management. These activities will involve collaboration with physicians, nurses, chaplains, physical therapists, and social workers.

A variety of Employee Programs are also administered by the department, including stress management as a component of the overall Employee Wellness Program, confidential counseling and referral services as part of the Employee Assistance Program, and employee selection, development, and training. Interns may be involved in these activities as well. Aside from the formal services described above, psychologists are frequently called upon to provide informal consultation to senior administration and to provide feedback on organizational changes and trends affecting staff and inmates. Interns may be invited to teach Complex staff at annual training, or to give topical presentations of interest to various employee groups.

Further information about any of these program areas can be obtained by contacting the Director of Clinical Training to arrange follow-up by staff in the area(s) of interest. Applicants should indicate interest in either or both of the FMC and FCI tracks. Those who match for the FMC track will spend the equivalent of two days per week at the FMC for the internship year, with this time deployed among the medical center activities described above and taking into account the intern's interests. Those matching for the FCI track will spend a two day per week commitment at the FCI, which

includes the program areas summarized above. All interns will spend the equivalent of two days per week for half the year in a combined General Population/Drug Abuse rotation that may be at any of the Complex General Population areas mentioned above. Finally, Interns in both tracks have the equivalent of two days per week for half the year to select from activities at either facility within certain time and resource constraints. This system affords a significant degree of flexibility, while ensuring a reasonable variety of training activities for each student. The remainder of each intern's time, about a day per week, is set aside for didactic programs, research, and intern meetings.

### ***Supervisory Staff***

The primary supervisory staff at FCC-Butner will ultimately include about 18 doctoral level psychologists with extensive experience in clinical practice. Supervisory staff and faculty members' theoretical orientations are varied and include but are not limited to integrative, cognitive-behavioral, and psychodynamic/object relations approaches. Research interests include addictive disorders, criminal responsibility and the legal concept of insanity, neurological disorders and deviant behavior, and cultural factors in assessment, to name a few. The service's philosophy could best be described as eclectic. An interest in the social, political, and legal implications of these special interests unifies the faculty. Our staff define the field of forensic psychology in a very broad sense, to include traditional applications such as performing court ordered evaluations or providing mental health care to offenders, but also embracing a host of other professional psychological concerns that relate to any area of the law or public policy debate. All members of the professional staff are directly involved in training, and a partial listing of faculty members at the time of this writing is attached as an appendix. Additional faculty will be joining the staff from elsewhere in the agency or from the community through the end of calendar year 2001. Currently, some of the staff and faculty hold one or more adjunct appointments in the departments of Psychology, Psychiatry, or Law at the University of North Carolina and Duke University. Three faculty hold the ABPP Diploma in Forensic Psychology. The program also includes a number of treatment specialists, technicians, and support personnel.

Psychology Services maintains offices in several areas of the complex with a full-time Administrative Assistant or Secretary at each institution. Offices are located in each facility to accommodate interns. All staff have computer workstations on an institutional and agency network with Internet access. Software available includes word-processing, database management, test scoring, statistical analysis, and customized office management applications. Facilities are available for group therapy, audiotape, and videotape, and for video editing. Professional libraries are located at the FCI and FMC, and the department maintains a wide variety of standardized testing materials and equipment in each Psychology area. Library privileges may be obtained through the area universities and neighboring institutions as well. Computer-assisted research is facilitated both by on-site staff and by the agency's central office librarians. On-site, On-line access is available to *PsychLIT*, *Sociological Abstracts*, *Criminal Justice Abstracts*, *Dialog*, and *Proquest Direct* General Periodicals Research Database. Our legal staff will assist with access to *WestLaw* and *Lexis*, and each facility has

a law library including U.S., Federal, and Federal Supplement Reporters, Reporters for North Carolina, New York, and California, and topical treatises. Staff also have access to teaching aids through the Employee Development Department, which maintains a large training center with audiovisual equipment and computer lab centrally located at the Complex.

Both the service and the overall institution have training and staff development as key components of their overall mission. In addition to core Psychology staff, trainees have broad exposure to allied disciplines, including Psychiatry, general Medicine, Nursing, Law, and Social Work, which also carry on active training programs, including an American Academy of Psychiatry and Law accredited fellowship program in Forensic Psychiatry, Public Health Service "Co-Step" programs for Nursing and Physician Assistants, and mental health law exposure for law students. A partial listing of adjunct faculty in Psychiatry, Social Work, and Law is attached as an appendix. Psychology Interns benefit from the complex's overall commitment to training and the ready interchange of ideas and experiences with trainees and professionals from other disciplines.

### ***Supervision***

Each Intern is assigned a clinical supervisor to assist them. The supervisor will be responsible for promoting the intern's overall adjustment to the training program, for ensuring an appropriate variety of training experiences, and for providing direction and feedback to the trainee and the Director of Clinical Training. The supervisor is an information source prior to internship, and following a four day orientation helps the Intern and Training Director formulate a schedule of activities. The supervisor is available as needed throughout the year as a source of advice and support. This continuity facilitates the trainee's exploration of professional, ethical, developmental, and personal issues that cut across specific tasks and experiences.

Interns maintain an ongoing record of the supervision they receive. Written evaluations are prepared by the Director of Training and supervisor meet twice per year based on feedback from all supervisory staff. These are reviewed with the interns, with copies sent to the Director of Training of relevant graduate programs. Interns also complete evaluations of the quality of training and supervision they receive, and this feedback is utilized by the faculty to further enhance the program. Upon satisfactory completion of the training year, each intern will receive a certificate of participation, and notification to this effect will be forwarded to the intern's graduate program.

Specific components of the training will be supervised by a variety of faculty, such that trainees can have exposure to neuropsychological assessment with supervision by staff with particular skills in that area, to assessment of criminal responsibility supervised by faculty most experienced in this domain, and so forth. Applied experiences with a variety of clinical staff are considered crucial to the trainee's overall professional development.

Interns are expected to demonstrate a reasonable degree of autonomy and independence, consistent with their transition from student to practitioner. At the same time, trainees should expect sufficient oversight and supervision to ensure that they will benefit maximally from training opportunities and

to ensure quality services to clientele. This will in all cases include regularly scheduled supervision with clinical supervisors, at a minimum of two hours per week for full time FCC interns. Ample opportunity for unscheduled and less formal supervision is also be afforded. Interns will also receive a significant amount of group and peer supervision through staff meetings, formal case reviews, intern seminars, and in-house continuing education. It is expected that FCC/UNC Interns will continue to receive a substantial part of their supervision from the UNC Faculty.

Time is also set aside for interns to meet with the Director of Training or his designee each week; the Co-Director of Training is most likely to assume this role. It is felt that this provides an opportunity for the development of group identity, support, the interchange of ideas, and group problem solving. It also ensures ready input by interns into training issues.

### ***Curriculum and Training Objectives***

The curriculum consists of complementary applied and didactic activities that will assist trainees in developing skills normally associated with doctoral internships, including traditional psychological assessment and intervention techniques. These skills will be acquired through experiences in the main program areas of the institution, as well as outside clinical placements. It should be emphasized that the program is designed to provide generalist training at the doctoral level. Experiences will be planned cooperatively by the Intern, Clinical Supervisor, and Director of Training and take into account the Intern's preferences to focus in a particular area, but must also assure that basic objectives for clinical skill development are met.

The applied components of the training program focus on traditional competencies for clinical and counseling psychologists, and can be divided into five major content areas: *Assessment, Intervention, Consultation, Scholarship, and Legal/Professional/ Ethical Issues*. These skill areas correspond to those typically identified by national conferences and sanctioning agencies as essential to the professional practice of psychology. Interns may meet any specific objective in one or more of a variety of program areas, as negotiated and planned in conjunction with their Clinical Supervisor and the Director of Training. Each rotation is planned to include a mix of these activities. More details about the applied training program are contained in the Internship Handbook presented to trainees at the beginning of the training year.

### ***Didactics***

The didactic portion of the curriculum includes two main content areas. The department offers an ongoing, weekly Clinical Psychology Seminar for the benefit of both staff and interns. This required activity includes all psychology staff from throughout the complex, may make use of readings, and emphasizes group discussion and peer supervision around challenging clinical issues. Outside presenters including practitioners may also be scheduled as part of this series of seminars. Staff Psychologists and interns present emerging diagnostic or therapeutic dilemmas for review and

feedback from the group, and diagnostic and treatment methods for various conditions or disorders are examined with an emphasis on empirically validated treatments. Significant use of audio and videotape is often involved, and in vivo interviews of inmates/patients may also occur. Interns typically take responsibility for two presentations each, one of a scholarly nature that may be based upon dissertation research or another area of interest and expertise and that is agreed upon in consultation with a supervisor, and one presentation of recent clinical work such as psychotherapy or certain types of evaluations. Intern presentations serve to hone invaluable skills at presenting to professional audiences and reinforce the importance of scholarship. Staff presentations include mainly topical presentations of clinical importance, and may serve to relay information obtained through continuing professional education or other sources. The Psychology Seminar normally meets at either the FCI or in the Complex Training Center. A copy of the anticipated schedule of clinical seminars for the coming year is attached.

The department also participates in a regularly scheduled seminar series for Psychology Interns and Psychiatry Fellows offered at the FMC. Presentations are normally scheduled on a weekly basis and to last approximately one and a quarter hours, with additional time available for discussion. Most topics will have identified readings from the professional literature. Seminar presentations are offered by Psychology Services faculty, adjunct faculty from this facility, and scholars and practitioners from various universities and the Research Triangle community. The series explores key areas in professional and ethical issues, criminal and civil law, public policy regarding mental health and mental disabilities, scholarship and research, and forensic and correctional psychology. This program also includes Mock Testimony exercises, with each trainee assuming the role of expert witness. Moot court is held with faculty serving as judge and attorneys, and a videotape of the proceedings is made for the student's review. The specific calendar of seminar presentations will be issued to trainees as they begin the internship. A schedule of 2001/2002 topics and presenters is attached. In addition to this series of presentations for trainees, additional opportunities are available to participate in the Continuing Education program for Behavioral Health Division staff, as well as numerous presentations and case reviews at area hospitals and universities.

Psychology and Psychiatry staff also sponsor an annual discussion group focusing on Landmark Cases in Mental Health Law. From January through May, this program covers an extensive group of pivotal case law precedents in the evolution of mental health policy, including civil and criminal topics, juvenile and family law, civil commitment, right to treatment, informed consent and treatment refusal, disability and workplace discrimination, malpractice, and other areas of interest to clinicians. The Landmark Cases group is open to trainees, but not required, and is scheduled for the convenience of interested parties each year.

The internship program encourages flexible use of other activities such as attendance at various legal proceedings in federal and local courts, preparation of publications, participation in therapy or counseling as an adjunct to training, and numerous other alternatives. The triangle is a hotbed of activity for clinicians, and there are a wide variety of colloquia sponsored by local psychological associations, Duke University, North Carolina State University, the University of North Carolina, Dorothea Dix and John Umstead State Hospitals, and numerous other groups. Interns are

encouraged to avail themselves of these opportunities and leave can be granted. The department is often able to provide at least partial funding for intern travel to meetings or workshops. In addition, we sponsor one or more major presentations on site each year, with recent workshops offered by Jeffery Binder, Roy Hazelwood, and Stephen Johnson.

Two hours of the intern's time each week may be scheduled for research or other scholarly activity, and each trainee is expected to complete a scholarly project during the year. Support for research and related activities can also include consultation by the institution's research department and on-site statistical analysis. Where necessary, access to the resources of the agency's Central Office research staff and the Justice Department's central computing facilities may be obtained. Applicants should note that empirical research projects using BOP staff or inmates as subjects require formal review and approval by the agency. Anyone intending to undertake such a project should initiate review **before** the start of the training year.

### ***Program Options***

The internship program offers two options. FCC Butner offers seven full time positions each year, which provide a minimum of 40 hours per week of direct training activities, including (at present) a one day per week outplacement. Given the structure of this internship track, FCC faculty will provide both clinical supervision and a coordinated didactic program for participants. This program began with the 1992/93 year and was awarded accreditation effective June 25, 1993. Our most recent accreditation site visit took place July 18 and 19, 1996, and the team observed that the program "presents an exemplary model for training within a correctional setting." In applying to the FCC program, applicants should indicate interest in either or both of the FMC and FCI tracks. Applicants may be considered for both tracks, as the program will submit separate rank order lists for the match. Applicants should understand, however, that it is the goal of the internship program at the Federal Correctional Complex to select interns in a manner which assures that the FMC and FCI are equally represented and that the selected group of interns reflects a range of interests across the numerous specialty areas offered by the Federal Correctional Complex psychology internship program.

Since 1984 the program has shared with the University of North Carolina School of Medicine Psychology Training Program two "50-50" positions offered through the auspices of UNC. Under this model, trainees spend half their time at FCC-Butner and half at various UNC sites. Training experiences at FCC-Butner are complemented by the diverse opportunities available through UNC, which broaden the trainee's exposure to different populations and to more esoteric specialty areas. The Butner and UNC programs maintain their own foci and curriculum planning, and their respective faculties strive to help the trainee maximize the benefits of participating in two programs, each with their own integrity and unique orientation. This program has been accredited by APA for a number of years. Further information on the shared program with UNC may be obtained by writing: Lee M. Marcus, Ph.D., Director of Psychology Training, Campus Box 6305, University of North Carolina, 27599-6305. (lee\_marcus@unc.edu)

## *Outplacements*

The program develops outplacements from year to year in an effort to match the preferences of incoming interns. We have previously developed outplacement affiliations with the University of North Carolina School of Medicine in Chapel Hill, John Umstead Hospital in Butner, the Durham Department of Veterans Affairs Medical Center, Wake Medical Center, Kaiser- Permanente, and private practitioners in the Triangle area. These settings include a wide variety of client populations and clinical services, ranging from psychoanalytically-oriented inpatient treatment programs for latency age children to neurobehavioral rehabilitation programs for the elderly, and allow interns to broaden their experiences. FCC interns currently participate in an eight hour per week experience at an outplacement site, either as one full or two half days. Outplacement settings provide a minimum of one hour of direct, individual supervision by a licensed psychologist for every seven hours of applied experience. FCC/UNC interns essentially have their outplacement experience "built in" to their program. **Please note that in view of the increased breadth of experiences at the Complex, the agency is considering an option to discontinue outplacement training. A final decision for 2001/2002 will be forthcoming, and relevant information will be conveyed to applicants as it becomes available.**

## *Applications and Admissions*

Applicants will only be considered if they have completed course work for a Doctoral level degree in an appropriate specialty area of psychology. This includes completion of clinical practica and other applied experiences as required by the graduate program. Applicants must have the Director of their graduate training program submit written verification that all relevant requirements have been met and that the applicant is considered ready to apply for internship. A Certificate of Internship Eligibility form is promulgated by APPIC for that purpose.

Applications are accepted from students in APA Accredited programs in Clinical or Counseling Psychology. In addition to demonstrating excellence in scholarship and professionalism in practice, successful applicants will articulate an interest in the broad domains of correctional and forensic psychology (broadly defined), legal issues in psychological practice, and public policy matters which impact on mental health and the management of socially deviant behavior. Prior work experience in a correctional setting is not required, but training and community experiences indicative of appropriate interests will be important considerations in selections. The interview process is heavily weighted to assess the appropriateness of the applicant's training and career goals to this setting. Given the rigors of the program, a high degree of personal maturity is required.

The application procedure (including deadlines) for the FCC/UNC program is as described in the UNC brochure on Psychology Internships, available from the above address. Selections are made jointly by the UNC and FCC Faculties.



**For the Full Time FCC program applicants must:**

- 1) Submit a complete APPIC Application for Psychology Internship, including Practicum Documentation, Professional Conduct, and Verification of Internship Eligibility and Readiness Forms. These are available from most graduate programs or at: <http://www.appic.org>
- 2) Submit a Supplemental Application Form (**included at the end of this document**).
- 3) Provide a *Curriculum Vita* describing all relevant experience.
- 4) Arrange for certified transcripts of all graduate work to be forwarded to the Director of Training.
- 5) Have at least three psychologists submit letters of recommendation.
- 6) Submit a comprehensive assessment report as a work sample. Provisions should be made to protect the anonymity of the subject.

Applications and inquiries should be directed to:

Edward "Rhett" Landis, Ph.D., ABPP  
Director of Clinical Training  
P.O. Box 1000  
Butner, NC 27509-1000.

(Internet mail: [rlandis@.bop.gov](mailto:rlandis@.bop.gov))  
(919) 575-4541 x3658

**About October 1, 2000, the office of the Director of Psychology Training will relocate to the Federal Medical Center :**

P.O. Box 1500  
Butner, NC 27509-1500  
(919) 575-3900

Applicants should be aware that, if selected, additional civil service and other government personnel procedures will be required. **Positions are open only to citizens of the United States.** Internship positions are open to individuals of any age. Applicants should be aware, however, that permanent staff positions with the Bureau of Prisons are open only to those who are 39 years of age or younger at the time they are hired on a permanent basis; to complete the internship and subsequently apply for permanent employment a candidate must be 38 or younger at the start of the internship year. This restriction applies to applicants for any career position with the Bureau of Prisons or any other federal law enforcement agency, and has been imposed by the United States Congress through Public Law 100-238.

**\*\*\* Please note: \*\*\***

**Because the internship position is classified as "sensitive," candidates must agree to submit to a security clearance procedure, including a background investigation and drug screen. Final acceptance into either program option is contingent on satisfactory completion. Once selected and enrolled, Interns must adhere to the requirements of the Program Statement titled**

## **"Standards for Employee Conduct and Responsibility."**

Application packages for the full time FCC program will be evaluated as they are received. **The deadline for 2001/2002 applications is November 15, 2000.** Due to the large number of submissions, candidates are encouraged to complete applications as early in the season as possible. Each applicant will be notified by mail when an application is complete. After an initial review of credentials, competitive candidates will be contacted by about December 10 to arrange interviews. Those applicants who are invited for an interview, but cannot travel to FCC-Butner may arrange for a telephone interview in addition to a personal interview at another Bureau of Prisons facility. Following the interview season, candidates still under consideration will be notified by mail. Any applicants not being considered for acceptance will be notified. This program complies with the policies and computer match procedures adopted by the Association of Psychology Postdoctoral and Internship Centers (APPIC), which are available from graduate programs and from the APPIC web site at: <http://www.appic.org>. APPIC has announced the dates for rank list submissions as Wednesday, February 7, 2001 and Match Day as Monday, February 26, 2001.

### ***Benefits***

During the 2001/2002 training cycle, the following benefits apply for the full time FCC program:

- A stipend of approximately \$28,500.
- Vacation time earned each pay period, equivalent to approximately 10 days per year.
- Sick leave accrued at same rate as above.
- Paid Federal Holidays.
- Limited authorized leave to attend off-site training.
- Support for research activity.

### ***The Area***

While some staff choose to live in the town of Butner (population 4000), most, including interns, choose to live in one of the three major cities of the "Research Triangle." This area, defined by Durham (and Duke University), Chapel Hill (the University of North Carolina), and Raleigh (N.C. State), offers a unique combination of academic stimulation, cosmopolitan cultural opportunities, and southern hospitality. In addition to teaching institutions, the intellectual climate is influenced by the presence of the Research Triangle Park, which includes a number of high tech companies specializing in biotechnology, pharmaceuticals, software development electronics, and robotics, as well as the National Humanities Center and the National Institute for Environmental Health Sciences. It is hardly surprising, then, that the Triangle lays claim to the highest *per capita* proportion of Ph.D.'s and M.D.'s in the country. Folks come from all over the world to study or work in the Triangle, and the community exhibits remarkable cultural diversity. Approximately 80 percent of residents are not

originally from North Carolina.

Even the Triangle isn't all business, and as a counterpoint the surrounding areas of the state remain largely rural and scenic, and outdoor activities abound. The climate is temperate but mild, with more than 230 sunshine days each year and an average of seven inches of snow to accentuate the brief winters. The Triangle is located in the foothills called the Carolina Piedmont, which separate the mountains from the coastal plain. Local treasures include traditional folk crafts and lore, such as furniture-making in Hickory, Pottery at Seagrove, Appalachian Music at China Grove, and gemstone and gold mining throughout the Piedmont area. In 1993 *Fortune* Magazine recognized the triangle as the best area for business in the U.S., and *Money* magazine surveys consistently rank the Raleigh/Durham/Chapel Hill area in the top ten **"Best Places to Live in America."** All three Triangle communities offer sophisticated entertainment, including the Broadway at Duke series, a lively jazz scene, the Bull Durham Blues Festival, the American Dance Festival, the Double Take Film Festival, and symphony and chamber orchestra groups.

A leisurely afternoon drive to the East can lead to the pristine wilderness beaches of the Outer Banks while the more developed resort beaches near Wilmington are only two hours away. Winter skiing in the Blue Ridge Mountains or summer hiking in the Great Smokies are an easy drive to the west. Water sports abound, particularly white water canoeing, sea kayaking, and water skiing, and there are several recreational lakes close to the facility. Major historic interests include Native American trading and ceremonial sites such as the Town Creek Mounds, the site of the first European colony in the new world at Manteo, the Palmer Memorial Institute which is now a monument to the work of African-American educator Charlotte Hawkins Brown, Tryon Palace, Biltmore Castle, and numerous colonial and Civil War attractions. Regional metropolitan centers like Charlotte, Washington D.C. and Atlanta are an afternoon's drive.

### ***The Agency***

The Bureau of Prisons (BOP) is the largest division of the United States Department of Justice, with over 30,000 employees. Organized in 1930 under the direction of Assistant Attorney General Mabel Walker Willebrandt, the BOP differs from other federal organizations in that political appointments have not been significant in the agency's development. Following the appointment of Sanford Bates in 1930, the remaining five of the Bureau's Directors over the last 69 years have been career employees of the agency. The current Director, Kathleen Hawk-Sawyer, Ed.D. began her career as a Psychology Intern at FCI Morgantown, WV. Psychologists are the primary providers of mental health services in the Bureau, with over 400 doctoral-level staff throughout the country. The agency has been able to offer career appointments to many graduating interns. Because of the rapid growth of the inmate population, there are opportunities for rapid advancement. As federal law enforcement employees, staff can retire at age 50 with 20 years of service.

## ***Reaching the Institution***

Scheduled visits to the Complex are welcome, and applicants who can do so are strongly encouraged to see the facilities in person. Visits may be arranged by contacting the Director of Clinical Training at (919) 575-4541, extensions 3658 or 4451 (575-3900 after 10/01/00). All visitors must bring a photo identification, such as a driver's license.

The following directions summarize the simplest routes to the institution from major transportation arteries, and are intended for visitors unfamiliar with the area.

### **Access from Interstate 85 North or South:**

The Complex is convenient to Interstate 85 just North of Durham. Traveling either North or South on I-85 take **exit 189, "Central Avenue,"** 11 miles North of Durham. Turn **West** and continue 1.5 miles through the town of Butner until the road forks (there is a water tower to your right). Take the **left fork, Veazy Road,** which forks again immediately. Stay to the **right** this time and proceed downhill for about 1 mile until this dead ends at **Old Oxford Highway.** Turn **left** and proceed 0.5 miles, passing the FCI and LSCI. Turn **right** into the FMC entrance.

### **Access from Raleigh-Durham International Airport:**

From RDU follow the exit signs indicating **"Highway 70 to Durham."** As you approach Durham (approximately 12 miles), watch for signs indicating access to I-85. To proceed North on I-85 you will take a frontage road (**Geer Street**) for several blocks. Take a left on **Club Boulevard** and watch for an on-ramp to your right. From **85 North,** follow the directions above. **Note that the 70/85 merge is under construction, so watch signs carefully and be alert for possible changes in these directions.**

### **From the Chapel Hill area:**

From Chapel Hill take **15-501 Northeast.** After crossing over I-40 and entering Durham, watch for the **15-501 Bypass** signs. Stay to the right as the road forks, which actually results in passing over Business 15-501 and heading north (left in relation to the way you were going). After about 3.5 miles, merge onto **I-85 North/70 East.** Stay on 85 when it splits from 70 and continue North. Follow directions to the Complex as above.

## *Appendix A*

### *Faculty*

- Katherine Freiman, Ph.D.; Chief Psychologist, Low Security Correctional Institution  
B.A. (1981) Wesleyan University; M.A. (1986) and Ph.D. (1990) University of Kentucky;  
Internship (1989/90) George Washington University Medical Center.
- Jill R. Grant, Psy.D.; Drug Abuse Program Coordinator, Low Security Correctional Institution  
B.A. (1982) and M.A. (1984) Marshall University; Psy.D. (1994) Virginia Consortium in  
Clinical Psychology; Internship (1993/94) University of North Carolina/FCI Butner.
- Roy L. Hill, Psy.D.; Staff Psychologist, Federal Correctional Institution.  
B.A. (1988) University of Arizona; M.S. (1992) and Psy.D. (1995) Nova Southeastern  
University; Internship (1994) Northern Arizona University; Post-Doctoral Fellowship (1996)  
Federal Correctional Institution - Three Rivers, Texas.
- Andres Hernandez, Psy.D.: Director, Sex Offender Treatment Program.  
B.S. (1988) Colorado State University; Psy.D. (1993) Rutgers University; Internship  
(1992/93); Post-Doctoral Fellowship (1993/94) Baylor College of Medicine.
- Anthony Jimenez, Ph.D.; Chief Psychologist; Federal Correctional Institution  
B.A. (1976) Western Washington State University; M.A. (1978) and Ph.D. (1985) Florida  
State University; Internship (1984/85) Tallahassee Pain and Stress Management Institute
- Edw. "Rhett" Landis, Ph.D., ABPP; Director of Clinical Training.  
B.A. (1981), Emory University; M.A. (1985) and Ph.D. (1989) University of Louisville;  
Internship (1986/87) University of North Carolina/FCI-Butner. Diplomate in Forensic  
Psychology, American Board of Professional Psychology.
- Kevin J. McBride, Ph.D., ABPP; Staff Psychologist, Federal Correctional Institution.  
B.A. (1974) University of North Carolina; M.A. (1978) East Carolina University; Ph.D.  
(1983) North Carolina State University. Diplomate in Forensic Psychology, American Board  
of Professional Psychology.
- John McKenzie, Psy.D.; Staff Psychologist, Low Security Correctional Institution  
B.A. (1987) Wheaton College; M.A. (1992) Colorado Christian University; Psy.D. (1997)  
University of Northern Colorado; Internship (1996/97) Federal Medical Center, Lexington,  
Kentucky.
- Carlton Pyant, Ph.D.; Drug Abuse Treatment Coordinator, Federal Medical Center.  
B.S. (1981) North Carolina Central University; M.A. (1984) and Ph.D. (1989) Southern  
Illinois University; Internship (1985/86) William Beaumont Army Medical Center.

Andy Simcox, Ph.D., ABPP; Chief, Psychology Services, Federal Medical Center

B.A. (1986) Southern Illinois University; Ph.D. (1991) The University of Iowa; Internship (1990/91) United States Medical Center for Federal Prisoners; Diplomate in Forensic Psychology, American Board of Professional Psychology.

Karen Steinour, Ph.D.; Staff Psychologist, Federal Medical Center.

B.A. (1978) Gettysburg College; M.Ed. (1980) and Ph.D. (1985) Duke University; Internship (1986/87) Walter Reed Army Medical Center.

Angela Walden, Ph.D.; Staff Psychologist, Federal Medical Center.

B.A. (1989) University of Houston; M.A. (1992) and Ph.D. (1995) University of Alabama at Tuscaloosa; Internship (1994/95) University of North Carolina.

### *Adjunct Faculty*

Bruce R. Berger, M.D.; Staff Psychiatrist, Mental Health Division.

B.S. (1973) Northwestern University; M.D. (1977) University of Minnesota School of Medicine; Residency (1978-1980) Medical University of South Carolina.

Michael Breedenberg, J.D.; Staff Attorney, Federal Correctional Complex.

B.S. (1990) Pennsylvania State University; J.D. (1993) American University.

William Burlington, J.D.; Mid-Atlantic Regional Attorney, Federal Bureau of Prisons.

B.A. (1970) University of California-Santa Barbara; J.D. (1974) Santa Clara University.

Michelle Fuseyamore, J.D.; Staff Attorney, Federal Correctional Complex.

B.A. (1983) Vassar College; J.D. (1986) Northeastern University.

Bryon Herbel, M.D. Staff Psychiatrist, Mental Health Division.

B.S. (1982) University of North Dakota; M.D. (1986) University of North Dakota; Residency (1986-90) Karl Menninger School of Psychiatry, Duke University Medical Center, Division of Child and Adolescent Psychiatry (1990-1992).

Sally C. Johnson, M.D.; Associate Warden of Health Programs, Federal Medical Center

B.S. (1974) Pennsylvania State University; M.D. (1976) Jefferson Medical College; Psychiatry Residency (1976-1979) Duke University Medical Center.

Robert Lucking, M.D.; Staff Psychiatrist, Mental Health Division.

B.A. (1973) Hope College; M.D. (1977) Wayne State University; Residency (1977-1980) Lafayette Clinic and University of Florida; American Board of Psychiatry and Neurology.

Ralph Newman, M.D.; Staff Psychiatrist, Mental Health Division.

B.S. (1982) Washington University; M.D. (1986) Rush Medical College; Residency (1986-90) Long Island Jewish-Hillside Hospital.

Anne Perry, MSW, LCSW; Director of Rehabilitation Services; Federal Medical Center.

B.A. (1985) and MSW (1989) Kansas University.

Jean P. Zula, M.D.; Staff Psychiatrist, Mental Health Division.

B.S. (1983) North Carolina State University; M.D. (1988) University of North Carolina-Chapel Hill; Residency (1988-93) Duke University.



**Psychology Services  
Federal Correctional Complex - Butner, North Carolina**

**Supplemental Questions for Internship Applicants**  
(Submit with Application - You May Attach Additional Sheets)

You have already described (on the APPIC form) your career goals. How would participation in this particular program specifically serve the accomplishment of these goals?

Please rank your interests in the various programs/activities at this facility, and give a brief rationale for your preferences.

The program values diversity among interns. What about you would contribute to variety among trainees that would benefit our program and clientele?

Please relate your thoughts about working in a secure facility.



ATTACHMENT #1

FEDERAL CORRECTIONAL COMPLEX  
BUTNER, NORTH CAROLINA

PSYCHOLOGY SEMINAR SERIES 2001/2002

TUESDAY 11:30 - 12:30

PRESENTER	TITLE/TOPIC	DATE
Kate Freiman, Ph.D., Tony Jimenez, Ph.D., Andy Simcox, Ph.D.	Management and Supervision of Psychology Programs	10/3/00
Angela Walden, Ph.D.	Management of Acute Suicidality	10/10
Ralph Newman, M.D.	Antidepressant and Mood Stabilizing Agents	10/17
Bryon Herbel, M.D.	Antipsychotic and Anxiolytic Medications	10/24
Jennifer Snyder, Ph.D. <sup>1</sup>	Psychological Management of Schizophrenia	10/31
John McKenzie, Psy.D.	Psychopathy and Antisocial Personality Disorder	11/7
Roy Hill, Psy.D.	Changing Criminal Lifestyle/Values	11/14
Andy Simcox, Ph.D.	Advanced Mental Status Examination	11/21
Andres Hernandez, Psy.D.	Evaluation of Sexual Deviance	11/28
Rhett Landis, Ph.D.	Pitfalls in Psychological Report Writing	12/5
Jill Grant, Psy.D.	Body Image Disturbance and Health Practices	12/12
Margaret Barham, Ph.D. <sup>2</sup>	Cognitive-Behavioral Treatment of Depression	12/19
Karen Steinour, Ph.D.	Establishing a Private Practice	1/9/2001
TBA	Overview of Dialectical Behavior Therapy	1/16
Lisa Velarde, M.A.	Case Presentation	1/23
Rhett Landis, Ph.D.	Psychological Testing in High Profile Cases	1/30
Kris Robinson, M.A.	Case Presentation	2/6
Tony Jimenez, Ph.D.	Behavior Therapy in Anxiety Disorders	2/13
Nicole Jones, M.A.	Case Presentation	2/20

Carlton Pyant, Ph.D.	Cognitive Therapy in Substance Abuse Treatment	2/27
Marla Domino, M.A.	Case Presentation	3/6
Karen Steinour, Ph.D.	Counseling the Terminally Ill	3/13
Jennifer Boothby M.A.	Case Presentation	3/20
Rhett Landis, Ph.D.	Comparative Interpretation of Objective Personality Tests	3/27
Lisa Velarde, M.A.	Research Presentation	4/3
Lee Marcus, Ph.D. <sup>3</sup>	Assessment of Pervasive Developmental Disorders	4/10
Kris Robinson, M.A.	Research Presentation	4/17
TBA	Psychological Interventions in Chronic Pain Management	4/21
Nicole Jones, M.A.	Research Presentation	5/1
Michael Bridges, Ph.D. <sup>2</sup>	Current Status of Projective Testing	5/8
Marla Domino, M.A.	Research Presentation	5/15
Rhett Landis, Ph.D.	Self Psychology Theory and Cluster B Character Pathology	5/22
Jennifer Boothby, M.A.	Research Presentation	5/29

Note: Interns may choose to do Research Presentations earlier in the year on dates reserved for Case Presentations.

1 John Umstead Hospital

2 Women's Prison - Raleigh, NC

3 UNC Hospital - Division TEACCH

ATTACHMENT #2

FEDERAL CORRECTIONAL COMPLEX  
BUTNER, NORTH CAROLINA

FORENSIC SEMINAR SERIES 2001/2002

WEDNESDAY 10:00 - 11:30

FACULTY	SEMINAR TITLE	DATE(S)
Rhett Landis, Ph.D. Bruce Berger, M.D. Mike Bredenberg, J.D.	Introduction and Overview: Roles and Responsibilities of Practitioners in Forensic Settings	9/6
	No Seminar - Interns in IFT	9/13, 9/20
Andy Simcox, Ph.D.	Competency to Stand Trial, Enter a Plea, Be Executed, etc. (2 sessions).	9/27, 10/4
Rhett Landis, Ph.D.	Criminal Responsibility and Diminished Capacity (2 sessions)	10/11, 10/18
Bruce Berger, M.D.	Practitioner as an Expert Witness	10/25
	NO SEMINAR - AAPL Meeting this week	11/1
Bruce Berger, M.D.	Mock Testimony Preparatory Exercise (all trainees must bring current CV)	11/8
Angela Walden, Ph.D.	Professional Ethics	11/15
	NO SEMINAR - Thanksgiving Break	11/22
Ralph Newman, M.D.	Prison and Jail Mental Health Service	11/29
Mike Bredenberg, J.D.	Personal Injury and Tort Litigation	12/6
Angela Walden, Ph.D.	Prediction of Dangerousness/Risk Assessment	12/13
Faculty	Mock Testimony - Boothby	12/20
	No Seminar	12/27
M. Fuseyamore, J.D.	Sentencing Practices and Pre-Sentence Evaluations	1/3/2001
Mark Hazelrigg, Ph.D. <sup>1</sup>	Disposition of Quasi-Criminal Commitments (NGRI, Dangerousness, etc.)	1/10
Faculty	Mock Testimony Exercise - Domino	1/17
Karen Steinour, Ph.D.	Informed Consent for Treatment and Hospitalization	1/24
Ralph Newman, M.D.	Involuntary Commitment, Right to Receive Treatment, Right to Refuse Treatment	1/31

FACULTY	SEMINAR TITLE	DATE(S)
George Corvin, M.D. <sup>2</sup>	Mental Disability Determinations and Workers Compensation	2/7
Faculty	Mock Testimony - Jones	2/14
Jean Zula, M.D.	Confidentiality	2/21
Rhett Landis, Ph.D. Andy Simcox, Ph.D.	Malingering and Deception	2/28, 3/7
Faculty	Mock Testimony - Makhija	3/14
M. Bredenberg, J.D.	Civil Rights Issues	3/21
Seymor Halleck M.D. <sup>3</sup>	Malpractice, Professional Liability	3/28
Karen Steinour, Ph.D.	Diagnostic Systems and Cultural and Individual Differences	4/4
A. Hernandez, Ph.D.	Evaluation of Sexual Deviancy	4/11
Faculty	Mock Testimony - Robinson	4/18
Bruce Berger, M.D.	Use of Hypnosis, Amytal Interview, and Polygraph	4/25
Marg. Barham, Ph.D. <sup>4</sup>	Antisocial Personality Disorder and Related Character Pathology	5/2
Robert Lucking M.D.	Amnesia	5/9
Faculty	Mock Testimony - Velarde	5/16
Rhett Landis, Ph.D. M. Fuseyamore, J.D.	Testamentary Capacity, Conservatorship, Guardianship	5/23
Bryon Herbel, M.D.	Divorce Mediation and Child Custody	5/30
Bruce Berger, M.D.	Parental Competence, Termination of Parental Rights, Abuse and Neglect	6/6
Faculty	Roles and Responsibilities of Forensic Practitioners: Review and Discussion	6/13

1 - Dorothea Dix Hospital

2 - North Raleigh Psychiatry

3 - University of North Carolina School of Medicine

4 - North Carolina Women's Prison